Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION ™

Comprehensive Guide to the Annual Performance Report for Educator Preparation Programs

2016 Version 1.5

The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs that are preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level. Information provided through these reports will assist in recognizing high-performing programs as models of excellence based on a set of indicators. Likewise, the reports will facilitate identification of programs in need of improvement so they can receive appropriate support.

MoSPE represents the work of hundreds of educators from PK-12 through higher education. Numerous refinements and revisions were made before the State Board of Education approved the final changes in November 2012. The new standards will guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing and supporting effective educators. DESE expresses its appreciation to all who contributed to the process.

The Council of Chief State School Officers (CCSSO) sponsored the Network for Transforming Educator Preparation (NTEP). This network supports the efforts of states to improve the quality of teacher candidates. Missouri is involved the second NTEP cohort. Missouri Transforming Educator Preparation (MoTEP) is the state team that leads these efforts and includes stakeholders from PK-12 schools, professional education associations, educator preparation programs, and DESE. One of MoTEP's work groups has focused on program approval and accreditation. Many of their recommendations have been incorporated in the development of APR Version 1.5 being implemented with the 2016 APR data. MoTEP has also developed a Support and Intervention Plan which can be found in Appendix F. MoTEP will continue to work with DESE to refine and implement the plan for continuous improvement.

Just as developing MoSPE relied extensively on collaboration and continuous dialogue with the education community, the development of the APR-EPP also represents the work of many stakeholders. In addition to representatives from each of the EPPs and Associate of Arts in Teaching (AAT) programs, Department staff consulted with experts from the following organizations:

American Association of Colleges for Teacher Education (AACTE)
Center for Great Teachers and Leaders (GTL)
City University of New York
Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
Council for the Accreditation of Educator Preparation (CAEP)
Council of Chief State School Officers (CCSSO)
Educational Testing Service (ETS)
Evaluation Systems group of Pearson (NES)
Florida Department of Education
Louisiana Board of Regents
Louisiana State University
Missouri Transforming Educator Preparation (MoTEP)
Ohio Board of Regents
Ohio Department of Education
Regional Educational Center (REL) Central
TeachPlus
University of Central Florida
Wisconsin Center for Education Research

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APPENDICES

OVERVIEW OF EDUCATOR PREPARATION PROGRAM (EPP) APPROVAL

The State Board of Education (Board) is charged with the approval of Educator Preparation Programs (EPPs) and their individual certification programs. This approval is based on MoSPE which was approved by the Board in November 2012. There are two types of approval: initial and continuing.

Initial Approval

EPPs that have not yet been approved by the Board must go through the initial approval process before they are able to offer preparation programs that lead to educator certification in Missouri.

EPPs must provide evidence that they will be able to meet the requirements established by MoSPE. Once such evidence has been provided, the proposed EPP and certification program(s) will receive initial approval from the Board.

The following information and commitments are documented in the application materials submitted to the Board by EPPs seeking initial approval:

- Plans to exceed all six MoSPE standards
- Evidence that valid and reliable assessments, comparable in scope and purpose to those developed under the state plan, will be used to measure the growth and development of candidates
- A listing of the certification programs for which approval is sought
- An outline of the coursework, competencies and/or experiences designed to prepare educators in each one of the certification areas
- A commitment to host an on-site review that includes opportunities to visit with students, faculty and partners
- Timelines for the approval by the Board, recruitment of students, and the anticipated date of their first program completers

Continuing Accreditation

All certification programs approved by DESE earn continuing accreditation on an annual basis. The APR-EPP will be used to generate data for this purpose. The APR-EPP will be compiled by DESE each year and will consist of performance data measured to determine whether or not an individual certification program continues to meet state standards. The reports will be based on the following three performance standards:

- MoSPE Standard 1 – Academics
- MoSPE Standard 3 – Field and Clinical Experiences
- MoSPE Standard 4 – Candidates.

The following categories will be used to accredit certification programs:

1. **Accredited:** Certification programs that meet all of the standards for the preparation of educators will be accredited and may continue to recommend candidates for certification.

2. **Provisional Accreditation:** Certification programs rated as Tier 3 (see page 6) will be issued a status of Provisional Accreditation based on points earned on at least two of the four indicators. If a particular certification program does not meet cell size requirements for generating an accountability determination, the corresponding certification cluster (Appendix E) may instead be subject to this classification if the combined performance of the certification areas is rated Tier 3. If possible, a particular certification program within a cluster may be identified for improvement. The Provisional Accreditation classification does not require action by the Board, and the EPP retains the ability to continue to recommend candidates in those areas of certification.

3. **Conditional Accreditation:** Certification programs already classified as provisionally accredited that have remained in Tier 3 or certification programs that are classified as Tier 4 on at least two of the four APR indicators become conditionally accredited. It is possible for a particular certification program within a cluster to be identified for improvement.

   For conditionally accredited certification programs, DESE will work with the program to identify a program improvement team. This team will facilitate the development and administration of an improvement plan. The team will have a total of three to seven members including EPP leaders and/or faculty, a member of DESE, and other professionals deemed necessary to support the EPP. This team will work with the EPP to design an improvement plan to be approved by DESE that includes specific actions, timelines and deliverables that demonstrate how the EPP will work toward meeting state standards in the certification program(s). This classification authorizes an EPP to continue recommending candidates for certification in these certification

programs, but candidates and the public PK-12 schools where candidates are to be placed for student teaching and/or internships must be notified annually of the EPP's conditional accreditation in those certification programs.

In order to exit the conditional approval classification, certification programs must demonstrate adequate improvement by
- meeting the objectives outlined by the improvement plan; and
- meeting all of the standards measured by the APR-EPP.

4. **Board Action:** DESE makes recommendations to the Board for specific actions. If an individual certification program receives a Tier 3 or Tier 4 rating for five consecutive years, candidates in that individual certification area will no longer be certified.

For cases in which small cell size prevents accountability determinations at the level of individual certification programs, data at the certification cluster level on four APR-EPPs out of a five-year period will be used in conjunction with evidence gathered during development and implementation of the program improvement plan to identify and recommend specific certification area(s) for Board action.

EPPs may seek re-approval of certification program(s) by following the initial program approval process and providing evidence that they will be able to meet the requirements of the MoSPE. If reauthorized by the Board, the certification area will be issued a conditional status and must meet or exceed Tiers 1 and 2 in each approved certification program on all APR indicators for a period of at least three years in order to regain full approval.

SCORING GUIDE FOR THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)

The overall goal of MoSPE is to ensure that all EPPs will produce effective educators. To measure how well programs are performing relative to the standards, DESE produces an Annual Performance Report for each EPP with data from each certification program and/or cluster. In order to retain accreditation, certification programs must meet designated benchmarks for each applicable indicator.

Notes:
- DESE works with a contracted vendor to collect data for the certification assessments, performance assessments, and surveys.
- All performance data are reported to the nearest tenth.

Methodology

Each performance indicator included in the APR-EPP is built from data collected on completers over five academic years. The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, winter, spring and summer semesters, consecutively. Stated another way, data is collected from September 1 through August 31 of the following calendar year.

In addition to providing data at the individual certification program level, APR-EPP data are aggregated within nine certification program clusters. The list of clusters and the certification programs they comprise is included in Appendix E. In addition, reports will be generated by certification program for the purpose of continuous improvement.

Cell Size Considerations for Individual Performance Indicators

Each certification program must have at least 15 certification candidates, cumulative, over the past five years in order to generate an APR. This method results in pooled averages for each applicable indicator. "Pooling" means that all the data points collected over the five-year period will be accumulated, and a single aggregate will be computed from those data points.

If the available data covering up to five years still accumulates to fewer than 15 certification candidates, the report will be provided for the purposes of continuous improvement only and will not be used as a basis for making accountability decisions. Note that the individual certification program and/or cluster reports will be released securely to providers for planning purposes, regardless of cell size.

Similar rules are also applied for each accountability indicator. Providers will be held responsible for those indicators meeting cell size requirements. Below is a list of the populations examined for each indicator in making these determinations:

- **Certification candidate** refers to an individual who has completed the requirements for a degree program leading to certification and/or a certification-only program, including the passage of the statewide content and performance assessments. The certification candidate must be eligible to be recommended by the educator preparation program for certification.
- **Licensure/Certification Assessment Pass Rate** includes those certification candidates who took one or more assessments required for certification in the area of study.
- **Percent of Certification Candidates with GPA Sufficient for Certification** includes certification candidates in areas for which GPA data were collected. Content area programs (e.g., Mathematics 9-12 or Chemistry 9-12) and certain professional programs have a GPA reporting requirement. A full list of programs with GPA reporting requirements is included in Appendix D.
- **First-Year Teachers' and First-Year Principals' Self-Reported Overall Preparation** includes the number of survey respondents recorded either during the year of completion or subsequent to the year of completion.
- **Principals' Perceptions of First-Year Teachers' Overall Preparation & Supervisor Perceptions of First-Year Principals' Preparation** includes the number of questionnaires submitted by principals of first-year teachers and supervisors of first-year principals and tied to a certification candidate that were recorded either during the first year of completion or subsequent to the year of completion.

In each of these cases, accountability requires 15 certification candidates over a five-year period.

Survey Participation Rate

Participation rates are calculated for indicators derived from first-year teacher and first-year principal survey data. In order for a certification program within an EPP to be held accountable for these indicators, a participation rate of 60 percent or greater is necessary.

The participation rate for the **First-Year Teachers' and First-Year Principals' Self-Reported Overall Preparation** indicator is calculated as $\frac{x}{y}$, where

   x = number of completers in survey sampling frame who respond to questionnaire; and

   y = number of completers in survey sampling frame.

Similarly, the participation rate for the **Principals' Perceptions of First-Year Teachers' and Supervisors' Perception of First-Year Principals' Overall Preparation** indicator is calculated as $\frac{x}{y}$, where

   x = number of principal responses corresponding to completers who are at the end of their first year of teaching in a Missouri public school and are in the survey sampling frame; and

   y = number of completers in survey sampling frame.

The **sampling frame** is the group of first-year teachers in Missouri public schools who were identified by DESE to be included in a particular administration of the *First-Year Teacher Survey*. For the purposes of the APR-EPP, the potential respondents from the 2011-12 through 2015-16 administrations of the survey are included in the sampling frame.

Tier Level Designations

Tier Level Designations by Points Earned and Possible	
Tier Levels	Percentage of Points Earned
Tier 1	90 to 100%
Tier 2	70 to 89.9%
Tier 3	50 to 69.9%
Tier 4	$\leq$ 49.9%

Tier Level Designations for individual certification programs are determined by points assigned to each of the four quality indicators included in the 2016 APR:
- 1.1 – Certification Assessment Pass Rate – 20 Points
- 1.2 – Percent Meeting Certification Content GPA – 20 Points
- 4.1 – Adequate Preparation of First Year Teachers and Principals – 10 Points

- 4.2 – Adequate Preparation of First Year Teachers and Principals by Supervisors – 10 Points

A certification program must have sufficient data for analysis of a minimum of two of the four quality indicators to earn a Tier Level Designation. The points possible will be determined by the number of quality indicators. The points earned are divided by the points possible to determine a percentage of points possible. The table below identifies the percentage of the number of points possible and points earned and the assigned Tier Level Designation.

CALCULATING THE ANNUAL PERFORMANCE REPORT FOR EDUCATOR PREPARATION PROGRAMS (APR-EPP)
The following pages explain how each of the indicators will be calculated.

Overview of Calculations
The APR-EPP includes supporting data for each indicator. The chart below defines the numerator and denominator referenced in this section of the reports. Note that this information is specific to the first official iteration of the APR-EPP.

Indicator	Numerator	Denominator	Completer Cohorts Used
1.1 Certification Assessment Pass Rate	# certification candidates passing exit assessment in two attempts	# certification candidates taking the assessment(s)	2012, 2013, 2014, 2015, 2016
1.2 Percent Meeting Certification Requirements – Content GPA	# certification candidates with GPA of 2.50 or greater	# certification candidates with GPA of 2.499or less	2012, 2013, 2014, 2015, 2016
3.1 Certification candidates' performance during student teaching using the Missouri Educator Evaluation System	# certification candidates and responses at or above the state average from cooperating teachers and program supervisors	# certification candidates and the responses from cooperating teachers and program supervisors	2016
3.2 Certification candidates' performance on the Missouri Performance Assessments	# certification candidates who passed the Missouri School Leaders Performance Assessment	# certification candidates who took the Missouri School Leaders Performance Assessment	2016
4.1 Adequate Preparation – First-Year Teacher & Principal Survey Response	# certification Candidates who, at the end of their first year of teaching or leading in a Missouri public school, indicate "adequate" or better preparation	# certification candidates in survey sampling frame who responded to questionnaire	2012, 2013, 2014, 2015, 2016
4.2 Adequate Preparation – First-Year Teacher & Principal Survey Response	# principal or supervisor responses corresponding to certification candidates who are at the end of their first year of teaching or leading in a Missouri public school, indicating the teacher & principal has "adequate" or better preparation	# principal or supervisor responses corresponding to certification candidates who are at the end of their first year of teaching or leading in a Missouri public school and are in the survey sampling frame	2012, 2013, 2014, 2015, 2016
4.3 Adequate Preparation – First-Year Teacher Survey Response	# principal responses corresponding to certification candidates who are at the end of their first year of teaching in a Missouri public school, indicating the teachers' effectiveness in comparison to their performance-based evaluation.	# principal responses corresponding to certification candidates who are at the end of their first year of teaching in a Missouri public school and are in the survey sampling frame	2016

Program Standard 1.1 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy.

Indicator	**Certification Assessment Pass Rate**
Definition	The percentage of certification candidates who take and pass a PRAXIS II and/or Missouri Content Assessments (on or before the second attempt) that, at the time of testing, was among the assessments required for certification. For example, an Elementary Education Grades 1-6 completer would be included in the pass rate calculation if having taken the PRAXIS II Assessment Elementary Education: Curriculum, Instruction, and Assessment prior to September 2014 or the new Missouri Multi-Content Assessments in English/Language Arts, Mathematics, Science, and Social Studies. A passing score on these assessments is required for an Elementary Education 1-6 certificate.
Business Logic	Pass Rate: (per certification program)

Business Logic content:

1. The N size for the 2016 APR year will be 15 and greater.
2. Numerator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual:
   a. Test takers must pass within two attempts of taking the test, within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year.
   b. The test must match the subject area grade level that was reported by district in MOSIS submission.
      i. For the 2015 year, the following tests were excluded from the eligible test codes: 12, 13, 14, 16, 18, 23, 24, 32, 33, 34, and 35.
3. Denominator consists of test takers who meet the following requirements for Pass Rate and will count as 1 for each individual:
   a. This includes test takers who took the test within two years from their completion date (submitted in MOSIS submission) from September 1 to the completion year.
   b. The test must match the subject area that was reported by district in MOSIS submission.
      i. For the 2015 year, the following tests were excluded from the eligible test codes: 12, 13, 14, 16, 18, 23, 24, 32, 33, 34, and 35.
      ii. These tests are included in the calculations for 2016 APR Version 1.5.
4. Programs will receive points based on the percentage – numerator divided by the denominator.

Pass Rate Ranges	Points
95% to 100%	20
90% to 94.9%	18
85% to 89.9%	16
80% to 84.9%	14
75% to 79.9%	12
70% to 74.9%	10
65% to 69.9%	8
60% to 64.9%	6
< 59.9%	0

Sources of Data	MOSIS Educator Preparation certification candidate records PRAXIS II and/or Missouri Content Assessment records Assessment exam subject area crosswalk Subject area to cluster crosswalk
Years of Data	Five years
Population(s)	All certification candidates who take a certification assessment in the area or areas for which they were prepared, where certification requires such an assessment

Methodological Considerations	The Missouri Content Assessments began in fall 2014. Several certification programs require passage of a series of multi-content assessments. These multi-content assessments will be counted in total as one assessment. Candidates must have passed the series on or before the second attempt to be counted and determined to have passed or failed within the APR Reporting Year.
Program Types	All, except the following certification programs that do not have exit assessments • English for Speakers of Other Languages K-12 • Gifted Education K-12 • School Psychological Examiner K-12 • Special Reading K-12.
Notes	The Praxis II transitioned to the Missouri Content Assessments series in September 2014. The Missouri Content Assessments include multi-content assessments for the following areas: • Elementary Education (4 Assessments) • Mild-Moderate Cross-Categorical Special Education (1 Content and 4 Multi-Content Assessments) • Social Science (6 Assessments) • Unified Sciences (1Full Content and 3 Multi-Content Assessments) Seven of the Missouri Content Assessments were revised following the first year of testing (September 2, 2014 to August 30, 2015). The number of questions was reduced and the testing times were extended. The following Missouri Content Assessments were revised: • Middle School Education – Mathematics (Test Code 012) • Middle School Education – Science (Test Code 013) • Middle School Education – Social Science (Test Code 014) • Secondary Education – Biology (Test Code 016) • Secondary Education – Chemistry (Test Code 018) • Secondary Education – Mathematics (Test Code 023) • Secondary Education – Physics (Test Code 024). The results for the seven assessments listed above are not included in the 2015 APR-EPP. The results will be reported in an Addendum for the purposes of program improvement only. The decision to not include these results also affects the reporting by clusters and certification programs. The results for the seven assessments previously listed will be included in the 2016 APR Version 1.5 and subsequent APRs.

Program Standard 1.2 – Academics: Candidates demonstrate knowledge and application of general education, content knowledge and pedagogy.

Indicator	**Percent Meeting Certification Requirements – Content GPA**
Definition	The percentage of certification candidates with a content area GPA of at least 2.5 on a four-point scale
Business Logic	Based on an N size of 15 or more candidates and the average GPA for the certification program for the sum of five years, certification programs will receive points as noted below. Programs will receive points as noted above for clusters, using the N size of 15 and greater and the average GPA for the certification programs within the cluster for the sum of five years.
Sources of Data	MOSIS Educator Preparation certification candidate records
Years of Data	Five years
Population(s)	All Middle, Secondary, and Grades K-12 certification candidates
Methodological Considerations	This indicator uses GPA data provided in MOSIS Educator Preparation certification candidate records for the most recent five academic years available to DESE.
Program Types	Information is included in Appendix D.
Notes	Beginning in 2017, this report will include the percentage of certification candidates with a 3.00 or greater GPA.

GPA Ranges	Points
3.60 to 4.00	20
3.40 to 3.59	18
3.20 to 3.39	16
3.00 to 3.19	14
2.80 to 2.99	12
2.60 to 2.79	10
$\leq$ 2.59	0

Program Standard 3.1 – Field & Clinical Experiences: Missouri Educator Evaluation System

Indicator	**Certification candidates' performance during student teaching using the Missouri Educator Evaluation System**
Business Logic	The MOSIS collection has been modified to include the following items for Cooperating Teacher (CT), Program Supervisor (PS), and Building Principal (BP): • 1.2 Student engagement in subject matter The certification candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. • 2.4 Differentiated lesson design The certification candidate recognizes diversity and the impact it has on education. • 5.1 Classroom management techniques The certification candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using these factors to promote student interest and learning. • 7.2 Assessment data to improve learning The certification candidate has knowledge of how data can be accessed, analyzed and appropriately used to design instruction and improve learning activities. In order to establish the state average the following steps must occur:
Sources of Data	MOSIS Educator Preparation certification candidate records Evaluation results from Cooperating Teachers Evaluation results from Program Supervisors
Years of Data	First year
Population(s)	Certification candidates teaching in Missouri public schools
Program Types	Teacher programs only (traditional and non-traditional)

TO FIND THE STATE AVERAGE

Step	Description	Step	Description
CT1	SUM OF CT1.2 / NUMBER OF CERTIFICATION CANDIDATES	PS1	SUM OF PS1.2 / NUMBER OF CERTIFICATION CANDIDATES
CT2	SUM OF CT2.4 / NUMBER OF CERTIFICATION CANDIDATES	PS2	SUM OF PS2.4 / NUMBER OF CERTIFICATION CANDIDATES
CT3	SUM OF CT5.1 / NUMBER OF CERTIFICATION CANDIDATES	PS3	SUM OF PS5.1 / NUMBER OF CERTIFICATION CANDIDATES
CT4	SUM OF CT7.2 / NUMBER OF CERTIFICATION CANDIDATES	PS4	SUM OF PS7.2 / NUMBER OF CERTIFICATION CANDIDATES
CT5	TOTAL THE SUM OF CT1 – CT4 COLUMNS / NUMBER OF CT COLUMNS (4)	PS5	TOTAL THE SUM OF PS1 – PS4 COLUMNS / NUMBER OF PS COLUMNS (4)

TOTAL THE SUM OF CT5 AND PS5/2=
The state average for 2016 is 2.59 on a 4 point scale.
Numerator = the number of candidates that were above the state average for each certification program or cluster.
Denominator = the number of candidates for each certification program or cluster.
NA will not count in the eligible candidates and state average.

Program Standard 3.2 – Field & Clinical Experiences: Missouri Performance Assessments

Indicator	**Certification candidates' performance on the Missouri Performance Assessments**
Definition	The percentage of Certification Candidates passing each of the Missouri Performance Assessments.
Example Calculation	**Data Sets Used –** This is a new collection of performance assessments. These scores are reported to DESE by Educational Testing Service. The performance assessments are as follows: <table><tr><td>Performance Assessments</td><td>Test Code</td><td>Passing Score</td><td>Applicable to 2016 APR</td></tr><tr><td>Missouri Performance Teacher Assessment – (video) (MoPTA-V)</td><td>0251</td><td>37</td><td>no</td></tr><tr><td>Missouri Performance Teacher Assessment – (non-video) (MoPTA-NV)</td><td>0255</td><td>37</td><td>no</td></tr><tr><td>Missouri School Counselor Performance Assessment (MoSCPA_</td><td>0253</td><td>38</td><td>no</td></tr><tr><td>Missouri Librarian Performance Assessment (MoLPA)</td><td>0254</td><td>45</td><td>no</td></tr><tr><td>Missouri School Leaders Performance Assessment (MoSLPA)</td><td>0252</td><td>41</td><td>yes</td></tr></table>
Sources of Data	MOSIS Educator Preparation certification candidate records Results from the Missouri School Leader Performance Assessment
Years of Data	First year
Population(s)	Certification candidates teaching and leading in Missouri public schools
Methodological Considerations	The Missouri Performance Assessments began in Fall 2014. There are four performance assessments. For the 2016 APR Version 1.5, the results of the Missouri School Leaders Performance Assessment (MoSLPA) are being used. Candidates must have passed the MoSLPA on the first attempt (including resubmission) to be counted and must have passed or failed within the 2016 APR Reporting Year.
Program Types	Leadership programs only (traditional and non-traditional)

New Missouri Performance Assessments will be added to the 2017 Annual Performance Report. The new assessments are:

- Missouri Pre-Service Teacher Assessment – Video (MoPTA Video);
- Missouri Pre-Service Teacher Assessment – Non-Video (MoPTA Non-Video);
- Missouri Librarian Performance Assessment (MoLPA);
- Missouri School Counselor Performance Assessment (MoSCPA); and
- Missouri School Leader Performance Assessment – MoSLPA.

Program Standard 4.1 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Indicator	**Adequate Preparation – First-Year Teacher & Principal Survey Response**
Indicator Type	Status
Definition	The First-Year Teacher & Principal Survey captures first-year teachers' and principals' self-assessment of their preparedness. This indicator focuses on the teachers' and principals' responses only. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3.00 indicates "adequate" preparation. Only survey respondents are included in the calculated percentage.
Example Calculation	DESE contracts with OSEDA to gather the First-Year Teacher & Principal Survey responses. The numerator is based on the candidates who receive a 2 or more and who count in the numerator and denominator. The denominator is based on all surveys received for each certification program and cluster. There is also a sampling frame from OSEDA which assists in providing the participation rate. <table><tr><td>% Range</td><td>Points Earned</td></tr><tr><td>90%-100%</td><td>10</td></tr><tr><td>85%-89.9%</td><td>9</td></tr><tr><td>80%-84.9%</td><td>8</td></tr><tr><td>**75%-79.9%**</td><td>**7**</td></tr><tr><td>**70%-74.9%**</td><td>**6**</td></tr><tr><td>**65%-69.9%**</td><td>**5**</td></tr><tr><td>**60%-64.9%**</td><td>**4**</td></tr><tr><td>**55%-59.9%**</td><td>**0**</td></tr><tr><td>**<55%**</td><td>**0**</td></tr></table>
Sources of Data	MOSIS Educator Preparation completer records Certification Candidates First-year teacher survey response from the first-year teacher First-year principal survey response from the first-year principal
Years of Data	Five years
Population(s)	First-year certification completers teaching and/or leading in Missouri public schools
Methodological Considerations	Programs will be held accountable for this indicator only if the survey response rate is at least 60 percent, based on the number of program completers employed as first-year teachers since the date of completion. The APR will note the calculated response rate. A new survey was used in spring 2015. The question used to evaluate the preparation of the completer is the same in both surveys: "Now that you have nearly completed your first year of teaching or leading, what overall rating would you give the quality of the professional education preparation program you completed?" The responses are (1) Very Poor, (2) Poor, (3) Fair, (4) Good, or (5) Very Good.
Program Types	Teacher and school leadership programs only (traditional and non-traditional)
Notes	First-year teachers and building principals are identified using educator human resources records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. Participation is voluntary.

Program Standard 4.2 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Possible Indicator	**Adequate Preparation – First-Year Teacher & Principal Survey Response**
Indicator Type	Status
Definition	The First-Year Teacher and Principal Survey captures principals'/supervisors' assessment of the preparedness of their first-year teachers/principals. This indicator focuses on the principals' or supervisors' responses only. Responses to this item are on a 5-point Likert scale (1=low, 5=high), where a 3.00 indicates "adequate" preparation. Only survey respondents are included in the calculated percentage.
Sources of Data	• MOSIS Educator Preparation certification candidate records • First-year teacher survey – response from the teacher's building principal • First-year principal survey – response from the principal's supervisor
Years of Data	Five years
Population(s)	Completers teaching or leading in Missouri public schools
Methodological Considerations	Programs will be held accountable for this indicator only if the survey response rate is at least 60 percent, based on the number of program completers employed as first-year teachers or principals since the date of completion. The APR will note the calculated response rate. A new survey was used in Spring 2015. The question used to evaluate the preparation of the completer is the same in both surveys: "What is your overall rating of the quality of the professional education program your teacher completed?" The responses are (1) Very Poor, (2) -Poor, (3) Fair, (4) Good, or (5) Very Good.
Program Types	Teacher and Leader programs (traditional and non-traditional)
Notes	First-year teachers and their principals are identified using educator human resources records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. When there are several teachers in one building, principals are asked to evaluate a subset of first-year teachers, chosen at random, when several are available to be assessed. The two surveys are linked when both the teacher and principal complete the surveys. Participation is voluntary.

Program Standard 4.3 – Candidates: A diverse pool of candidates, who demonstrate potential for effectiveness as educators are recruited, admitted, developed and retained by educator preparation programs.

Possible Indicator	**Adequate Preparation – First-Year Teacher Survey Response**
Indicator Type	Status
Definition	The First-Year Teacher Survey captures principals' assessment of the effectiveness of their first-year teachers. This indicator focuses on the principals' responses only. Responses to this item are on a 4-point Likert scale (1=low, 4=high), where a 3.00 indicates "effectiveness" in their first year of teaching. Only survey respondents are included in the calculated percentage
Sources of Data	• MOSIS Educator Preparation completer records • First-year teacher survey
Years of Data	Initial year
Population(s)	Completers teaching in Missouri public schools
Methodological Considerations	Programs will be held accountable for this indicator only if the survey response rate is at least 60 percent, based on the number of program completers employed as first-year teachers since the date of completion. The APR will note the calculated response rate. A new question was added to the survey in 2016. The principal of the first year teacher was asked: "Based on the performance-based evaluation of this first year teacher, how would you rate his/her impact on students?" The responses are (1) -Ineffective, (2) Minimally Effective, (3) Effective, or (4) Highly Effective.
Program Types	Teacher programs only (traditional and non-traditional)
Notes	First-year teachers are identified using educator human resources records (MOSIS October Educator Core and MOSIS October Educator School), and DESE subsequently invites them to participate in the survey. Principals are asked to evaluate a subset of first-year teachers, chosen at random, when several are available to be assessed. The two surveys are linked when both the teacher and principal complete the surveys. Participation is voluntary.

Appendix A: Annual Performance Report Transition Notes

The APR-EPP is designed to provide meaningful information to help identify the strengths and areas for improvement of Missouri's EPPs.

Below are actions and tentative plans for the development and implementation of performance indicators.

- **2013 (Draft) APR-EPP – Version 1.0:** Data available to DESE by late fall 2013 were used to generate the draft APR-EPP. DESE met with each EPP to review these reports. The 2013 draft APR-EPP was taken down from the Missouri Comprehensive Data System (MCDS) reports portal on December 31, 2014, as the reports and data were draft and considered proof of concept. DESE discourages comparison of data from the 2013 draft report to data from the 2014 Official Internal APR-EPP, as some of the methodologies for calculating the APR measures were revised. Data included in the 2013 draft APR were as follows:
  - **Four-Year EPPs** (DRAFT Annual Performance Report)
    - **Standard 1:** Academics
      - Praxis Pass Rate
      - GPA
    - **Standard 4:** Candidates to Beginning Educators
      - First-Year Teacher Survey (Teacher response)
      - First-Year Teacher Survey (Principal response)
- **2014 APR-EPP – Version 1.0:** Data available to DESE by late fall 2014 will be used to generate this APR. Data included in this APR are as follows:
  - **Four-Year EPPs** (1st Official Internal Annual Performance Report)
    - **Standard 1:** Academics
      - Praxis Pass Rate
      - GPA
    - **Standard 4:** Candidates to Beginning Educators
      - First-Year Teacher Survey (Teacher response)
      - First-Year Teacher Survey (Principal response)
- **2015 APR-EPP:** Data available to DESE by late fall 2015 will be used to generate this APR. Data included in this APR are as follows:
  - **Four-Year EPPs** (2nd Official Internal Annual Performance Report)
    - **Standard 1:** Academics
      - Praxis/Missouri Content Assessment Pass Rate
      - GPA
    - **Standard 4:** Candidates to Beginning Educators
      - First-Year Teacher Survey (Teacher response)
      - First-Year Teacher Survey (Principal response)
- **2016 APR-EPP – Version 1.5:** Data available to DESE by late fall 2016 will be used to generate this APR. Data included in this APR are as follows:
  - **Community Colleges** (DRAFT) Annual Performance Report)
  - **Four-Year EPPs** (3rd Official Secure & Initial Public Release of Annual Performance Report)
    - **Standard 1:** Academics
      - Praxis/Missouri Content Assessment Pass Rate
      - GPA
    - **Standard 3:** Field and Clinical Experiences (Draft Indicators)
      - Missouri Educator Evaluation System
        - Results report on four Missouri Teaching Standards & Quality Indicators
          - 1.2 – Student engagement in the subject matter
          - 2.4 – Differentiated lesson design
          - 5.1 – Classroom management techniques
          - 7.2 – Assessment data to improve learning
      - Missouri Performance Assessments
        - Missouri School Leaders Performance Assessments (MoSLPA)

- - **Standard 4:** Candidates to Beginning Educators
      - First-Year Teacher Survey (Teacher response)
      - First-Year Teacher Survey (Principal response)
      - First-Year Principal Survey (Principal response)
      - First-Year Principal Survey (Supervisor response)
- **2017 APR-EPP:** Data available to DESE by late fall 2017 will be used to generate this APR. Data included in this APR are as follows:
  - **Community Colleges** (1st <u>Official</u> Secure Annual Performance Report)
  - **Four-Year EPPs** (4th <u>Official</u> Secure & Public Release of Annual Performance Report with Decisions)
    - **Standard 1:** Academics
      - Praxis/Missouri Content Assessment Pass Rate
      - GPA
    - **Standard 3:** Field and Clinical Experiences (<u>Draft</u> Indicators)
      - Missouri Educator Evaluation System
        - Results on four Missouri Teaching Standards & Quality Indicators
          - 1.2 – Student engagement in the subject matter
          - 2.4 – Differentiated lesson design
          - 5.1 – Classroom management techniques
          - 7.2 – Assessment data to improve learning
      - Missouri Performance Assessments
        - Missouri School Leaders Performance Assessment (MoSLPA)
        - Missouri Pre-Service Teachers Assessment (MoPTA)
        - Missouri Librarians Assessment (MoLPA)
        - Missouri School Counselors Assessment (MoSCPA)
    - **Standard 4:** Candidates to Beginning Educators
      - First-Year Teacher Survey (Teacher response)
      - First-Year Teacher Survey (Principal response)
      - First-Year Principal Survey (Principal response)
      - First-Year Principal Survey (Supervisor response)
      - First-Year School Counselor Survey (Counselor response)
      - First-year School Counselor Survey (Supervisor response)

Appendix B: Data Sources and Collection Schedule

* = years of data available

() = revision to existing indicators resulting in "draft" data for the indicated years

Data utilized in the APR-EPP include the following:
- Praxis II and Missouri Content Assessment records include the scale scores from each attempt made by Missouri examinees. Data are used to determine whether a candidate for certification has passed the required Praxis II and/or Missouri Content Assessment.
  - Received from Education Testing Services (ETS) and Evaluation Systems group of Pearson
  - Used in MoSPE Standard 1: Licensure Assessment Pass Rate Indicator
- MOSIS Educator Preparation completer records are reported by Missouri EPPs. Records include students' program information (subject area and grade span) as well as GPA (where applicable).
- Teacher / Principal Surveys are completed each year in the spring by first-year teachers in Missouri public schools. These surveys assess preparation to teach. Surveys are also completed by principals regarding their first-year teachers' preparation.

Teacher Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	Fall 2013 / Spring 2014	Fall 2014 / Spring 2015	Fall 2015 / Spring 2016	Fall 2016 / Spring 2017	Fall 2017 / Spring 2018	Fall 2018 / Spring 2019	Fall 2019 / Spring 2020	Fall 2020 / Spring 2021
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Content GPA	*****	*****	*****	*****	*****	*****	*****	*****
Missouri Performance Assessment			START	*	**	***	****	*****
Missouri Educator Evaluation System (MEES Data – CT, PS, BP)		START	*	**	***	****	*****	*****
1st Year Teacher/ Principal Survey	*****	*****	(*****)	(*****)	*****	*****	*****	*****
1st Year Teacher/ Principal Survey			START	*	**	***	****	*****

Leadership Programs

Leadership Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Program GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Missouri Performance Assessments		START	*	**	***	****	*****	*****
Missouri Educator Evaluation System				START				
1st Year Principal/ Supervisor Survey				*	**	***	****	*****

Counselor Programs

Counselor Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Program GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessments		START	*	**	***	****	*****	*****
Missouri Performance Assessments			START	*	**	***	****	*****
Missouri Educator Evaluation System					START	*	**	***
1st Year Counselor/ Supervisor Survey					START	*	**	***

Librarian Programs

Librarian Programs	Version 1.0			Version 1.5		Version 2.0		
Data Points – Collection Schedule For Annual Reports	**Fall 2013 / Spring 2014**	**Fall 2014 / Spring 2015**	**Fall 2015 / Spring 2016**	**Fall 2016 / Spring 2017**	**Fall 2017 / Spring 2018**	**Fall 2018 / Spring 2019**	**Fall 2019 / Spring 2020**	**Fall 2020 / Spring 2021**
Academic Year (Sept. 1-Aug. 31)	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Content GPA	*****	*****	*****	*****	*****	*****	*****	*****
Praxis	*****	*****	****	***	**	*		
Missouri Content Assessment		START	*	**	***	****	*****	*****
Missouri Performance Assessment			START	*	**	***	****	*****
Missouri Educator Evaluation System					START	*	**	***

Appendix C: Appeals Process for APR-EPP Version 1.5 Release

An appeal is the formal procedure for requesting that a specific data point be revisited, recalculated, rescored or otherwise altered. This memorandum provides guidance on the APR-EPP appeal process.

EPPs will be notified annually of the beginning and end dates of any data review periods in a memorandum addressed to the Chief Academic Officer.

Assessment Appeals

EPPs may appeal students' exit assessment scores if the EPP believes that DESE does not have accurate data. The first two attempts are used to generate the pass rate indicator for Standard 1. EPPs may present documentation that shows the percent of candidates passing the state-approved certification assessment within two attempts. The appeal will need to be accompanied by a cover letter with the Chief Academic Officer's signature.

If an EPP believes a candidate's certification assessment was scored incorrectly, it is necessary that the policies set by Educational Testing Service (ETS) and/or Evaluation Systems group of Pearson (NES) are followed in order to have the assessment rescored. It is necessary to request rescores early enough that the new results will be received by DESE in time to be reflected in the APR. The candidate must initiate the request for the rescoring and include the cost of the rescoring.

General Appeals

EPPs have the right to appeal any numeric data included in the APR. Concerns that are unrelated to the assessment appeals procedure noted above will be handled on a case-by-case basis. Strong documentation must support all appeals. General appeals must be submitted on the program's official letterhead and must meet the requirements indicated in this memorandum.

Completer data should be corrected during the data submission window (September 1 – October 31). However, when edits are needed, they will be made according to the APR 2016 Calendar included in the Comprehensive Guide without an appeal. Note that those edits will not be reflected until the final APR is made available according to the APR 2016 Calendar.

Recency Requirement for Appeals

Once an APR-EPP is made final, data included in that APR-EPP may not be appealed during a subsequent appeals window. Corrections made to prior data will not affect an APR-EPP report that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

If an EPP believes that completer data for a prior year collection is in error, an appeal must be requested to reopen that prior collection for editing.

Program Cover Letter Requirements for all Appeals

The following information must be included in any written request on program letterhead:
- Student Name (if applicable)
- Date of Birth (if applicable)
- Last four digits of the Social Security Number (if applicable)
- Certification Program (if applicable)
- Brief explanation of reason for appeal
- Signed by the Chief Academic Officer

Notification of Appeal Status

All requests for appeals must be received by the date specified in the APR 2015 Calendar in order to be considered. Notification of approval or denial of appeals, addressed to the Chief Academic Officer, will be postmarked on or before the date specified in the APR 2016 Calendar.

Appendix D: GPA Reporting Requirements by Certification Program

CONTENT GPA is the GPA for approved courses that are listed on file with DESE to meet the content for certification requirements. For example, Mathematics 9-12 certification requires specific courses in mathematics. An approved program should have a list of approved courses on file with DESE. The GPA for these content courses is what is meant by "Content Area GPA." GPA is provided on a 4.00 scale (two decimal points).
B-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
5-9 BUSINESS EDUCATION
9-12 AGRICULTURAL EDUCATION
9-12 ART
9-12 BIOLOGY
9-12 BUSINESS EDUCATION COOPERATIVE
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 COOPERATIVE EDUCATION
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 HEALTH
9-12 INDUSTRIAL TECHNOLOGY
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICAL EDUCATION
9-12 PHYSICS

9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING
9-12 UNIFIED SCIENCE: BIOLOGY
9-12 UNIFIED SCIENCE: CHEMISTRY
9-12 UNIFIED SCIENCE: EARTH SCIENCE
9-12 UNIFIED SCIENCE: PHYSICS
PROGRAM GRADE POINT AVERAGE (GPA) is the cumulative GPA for the specific program.
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIAL
7-12 SCHOOL COUNSELOR
K-12 ADVANCED SCHOOL COUNSELOR
K-12 SCHOOL COUNSELOR
K-12 SPECIAL EDUCATION ADMINISTRATION
K-12 SUPERINTENDENT
K-8 PRINCIPAL
K-8 SCHOOL COUNSELOR
N/A : Please provide demographic information only for completers of the following programs:
ASSOCIATE OF ARTS IN TEACHING (AAT)
1-6 ELEMENTARY EDUCATION
9-12 DRIVER EDUCATION
9-12 RESERVED OFFICERS' TRAINING CORPS (ROTC)
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLED
B-12 SPEECH/ LANGUAGE PATHOLOGIST
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-3 EARLY CHILDHOOD EDUCATION
B-3 FAMILY RESOURCE SPECIALIST
K-12 BLIND/PARTIALLY SIGHTED
K-12 DEAF AND HEARING IMPAIRED
K-12 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
K-12 GIFTED EDUCATION
K-12 MILD/MODERATE CROSS CATEGORICAL
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
K-9 ART
K-9 FRENCH
K-9 GERMAN
K-9 HEALTH
K-9 JAPANESE
K-9 LATIN
K-9 PHYSICAL EDUCATION
K-9 RUSSIAN
K-9 SPANISH

K-9 HEBREW
K-9 ITALIAN
P POSTSECONDARY CAREER EDUCATION COUNSELOR
S-P CAREER EDUCATION ADULT SUPERVISOR
S-P CAREER EDUCATION EVALUATOR
S-P CAREER EDUCATION PLACEMENT COORDINATOR

Appendix E: Certification Clusters

Certification Area	Cluster
CAREER EDUCATION DIRECTOR 7-12	Administrator
CAREER EDUCATION DIRECTOR S-P	Administrator
PRINCIPAL 5-9	Administrator
PRINCIPAL 7-12	Administrator
PRINCIPAL K-8	Administrator
SPECIAL EDUCATION ADMINISTRATOR K-12	Administrator
SUPERINTENDENT K-12	Administrator
EARLY CHILDHOOD EDUCATION B-3	Early Childhood Education
ELEMENTARY EDUCATION 1-6	Elementary Education
ART 9-12	Grades K-12
ART K-12	Grades K-12
ART K-9	Grades K-12
DANCE K-12	Grades K-12
FAMILY AND CONSUMER SCIENCES B-12	Grades K-12
FRENCH K-12	Grades K-12
FRENCH K-9	Grades K-12
GERMAN K-12	Grades K-12
GERMAN K-9	Grades K-12
HEALTH 9-12	Grades K-12
HEALTH K-12	Grades K-12
HEALTH K-9	Grades K-12
JAPANESE K-12	Grades K-12
JAPANESE K-9	Grades K-12
LATIN K-12	Grades K-12
LATIN K-9	Grades K-12
LIBRARY MEDIA SPECIALIST K-12	Grades K-12
MUSIC - INSTRUMENTAL K-12	Grades K-12
MUSIC - VOCAL K-12	Grades K-12
PHYSICAL EDUCATION 9-12	Grades K-12
PHYSICAL EDUCATION K-12	Grades K-12
PHYSICAL EDUCATION K-9	Grades K-12
RUSSIAN K-12	Grades K-12
RUSSIAN K-9	Grades K-12
SPANISH K-12	Grades K-12
SPANISH K-9	Grades K-12
AGRICULTURAL EDUCATION 5-9	Middle School Education
BUSINESS EDUCATION 5-9	Middle School Education
GENERAL SCIENCE 5-9	Middle School Education
LANGUAGE ARTS 5-9	Middle School Education
MATHEMATICS 5-9	Middle School Education
SOCIAL SCIENCE 5-9	Middle School Education
SOCIAL STUDIES 5-9	Middle School Education
SPEECH AND THEATRE 5-9	Middle School Education

Certification Area	Cluster
TECHNOLOGY AND ENGINEERING 5-9	Middle School Education
ELEMENTARY MATHEMATICS SPECIALIST K-6	Specialty Areas
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES K-12	Specialty Areas
GIFTED EDUCATION K-12	Specialty Areas
SPECIAL READING K-12	Specialty Areas
AGRICULTURAL EDUCATION 9-12	Secondary Education
BIOLOGY 9-12	Secondary Education
BUSINESS EDUCATION 9-12	Secondary Education
CHEMISTRY 9-12	Secondary Education
DRIVER EDUCATION 9-12	Secondary Education
EARTH SCIENCE 9-12	Secondary Education
ENGLISH 9-12	Secondary Education
GENERAL SCIENCE 9-12	Secondary Education
JOURNALISM 9-12	Secondary Education
MARKETING 9-12	Secondary Education
MATHEMATICS 9-12	Secondary Education
PHYSICS 9-12	Secondary Education
SOCIAL SCIENCE 9-12	Secondary Education
SPEECH AND THEATRE 9-12	Secondary Education
TECHNOLOGY AND ENGINEERING 9-12	Secondary Education
UNIFIED SCIENCE: BIOLOGY 9-12	Secondary Education
UNIFIED SCIENCE: CHEMISTRY 9-12	Secondary Education
UNIFIED SCIENCE: EARTH SCIENCE 9-12	Secondary Education
UNIFIED SCIENCE: PHYSICS 9-12	Secondary Education
BLIND/PARTIALLY SIGHTED B-12	Special Education
DEAF AND HEARING IMPAIRED B-12	Special Education
DEAF AND HEARING IMPAIRED K-12	Special Education
EARLY CHILDHOOD SPECIAL EDUCATION B-3	Special Education
MILD/MODERATE CROSS CATEGORICAL K-12	Special Education
SEVERELY DEVELOPMENTALLY DISABLED B-12	Special Education
COUNSELOR 7-12	Student Services
COUNSELOR K-8	Student Services
COUNSELOR NON-TEACHING	Student Services
SCHOOL PSYCHOLOGICAL EXAMINER K-12	Student Services
SCHOOL PSYCHOLOGIST K-12	Student Services

Appendix F: Support & Intervention Plans and Timelines

DESE, in collaboration with the Missouri Transforming Educator Preparation (MoTEP) team, has developed a Support and Intervention Plan for Educator Preparation Programs. The following table demonstrates how the plan will transition from APR 1.5 to APR 2.0

Year	APR 1.5	APR 2.0
Feb. 2017	Public reporting only	Development
Feb. 2018	Public reporting; acknowledgement letter Tiers III, IV	Internal release
Feb. 2019	N/A	Public reporting; Initiate Tier Sequence
Feb. 2020	N/A	Public reporting; Continue Tier Sequence

Educator preparation programs have access to different levels of support based on their rating. These are the different types of supports available:

Supports available to preparation programs
- **Department resources** – research and resources on curriculum, evaluation, professional learning, etc.
- **Intra-institution support** – assistance offered by programs within the same institution
- **Peer program support** – feedback, support, resources, etc. provided by like programs (i.e. elementary education, middle school math, etc.) from other institutions
- **National consultation** – use of available research laboratory materials and trainings. A sequence of determinations and supports is initiated when an educator preparation program receives a rating of Tier 1, 2, 3 or 4. The following table articulates the different ratings and actions that occur for each of the tiers over the next seven years.

Note: SBE in the following tables indicates the State Board of Education, and OEQ indicates DESE's Office of Educator Quality.

	Tier 1	Tier 2	Tier 3	Tier 4
2017	None • Public report only	None • Public report only	None • Public report only	None • Public report only
2018	None • Public report only	None • Public report only	None • Acknowledgement letter	None • Acknowledgement letter
2019	Accredited • With Distinction	Accredited	Provisional Accreditation • Develop a general response with a strategy • Response on file with OEQ	Conditional Accreditation • Create an improvement team • Develop an improvement plan • Present to the SBE for approval • 1st status letter to students
2020	Accredited • With Distinction • Peer Program	Accredited	Conditional Accreditation • Create an improvement team • Develop an improvement plan • Present to the SBE for approval • 1st status letter to students	Conditional Accreditation • Program improvement team reports progress to SBE • 2nd status letter to students Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.
2021	Accredited • With Distinction • Peer Program	Accredited	Conditional Accreditation • Program improvement team reports progress to SBE • 2nd status letter to students Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.	Conditional Accreditation • Program improvement team reports progress to SBE • 3rd and final status letter to students Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.
2022	Accredited • With Distinction • Peer Program	Accredited	Conditional Accreditation • Program improvement team reports progress to SBE • 3rd and final status letter to students Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.	Candidates in the program unable to receive MO certification
2023	Accredited • With Distinction • Peer Program	Accredited	Candidates in the program unable to receive MO certification	

A sequence of determinations and supports are initiated when an educator preparation program receives a rating of Tier 1, 2, 3 or 4. The following tables articulate the determinations and supports for each tier.

Tier 1 Sequence (begins 2018)		
Years	**Determination**	**Peer Program**
(2018)	NA	NA
Year I (2019)	Accredited with Distinction	NA
Year II (2020)	Accredited with Distinction (continues each consecutive year)	Designated a peer program supporter

Tier 2 Sequence (begins 2018)		
Years	**Determination**	**Support**
(2018)	NA	NA
Year I (2019)	Accredited	NA
Year II (2020)	Accredited (continues each consecutive year)	NA

Tier 3 Sequence (begins 2018)		
Years	**Determination**	**Support**
(2018)	Acknowledgement letter to OEQ	• OEQ response
Year I (2019)	Provisional Accreditation • Develop a general response with a strategy; • Response on file with OEQ	• OEQ review and feedback
Year II (2020)	Conditional Accreditation • Create an improvement team • Develop an improvement plan • Present to the SBE for approval • 1st status letter to students	• OEQ review and feedback • SBE feedback • Department resources available • Intra-institution support
Year III (2021)	Conditional Accreditation • Program improvement team reports progress to SBE • 2nd status letter to students • Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.	• OEQ review and feedback • SBE feedback • Department resources available • Intra-institution support • Peer program support available
Year IV (2022)	Conditional Accreditation • Program improvement team reports progress to SBE • 3rd and final status letter to students • Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.	• OEQ review and feedback • SBE feedback • Department resources available • Intra-institution support • Peer program support • National consultation available
Year V (2023)	Candidates in the program unable to receive MO certification	

Tier 4 Sequence (begins 2018)		
Years	**Determination**	**Support**
(2018)	Acknowledgement letter to OEQ	OEQ response
Year I (2019)	Conditional Accreditation - Create an improvement team - Develop an improvement plan - Present to the SBE for approval 1st status letter to students	- OEQ review and feedback - SBE feedback - Department resources available - Intra-institution support
Year II (2020)	Conditional Accreditation - Program improvement team reports progress to SBE 2nd status letter to students - Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.	- OEQ review and feedback - SBE feedback - Department resources available - Intra-institution support - Peer program support available
Year III (2021)	Conditional Accreditation - Program improvement team reports progress to SBE 3rd and final status letter to students - Note: At the SBE's discretion, a program may receive this designation a second year if there is evidence of growth and improvement.	- OEQ review and feedback - SBE feedback - Department resources available - Intra-institution support - Peer program support - National consultation available
Year IV (2022)	Candidates in the program unable to receive MO certification	

Based on a program's rating, a sequence of determinations and supports are initiated. The following guidelines describe what occurs when a program's rating transitions between tiers:

Transitions between Tiers

- **A program that improves its rating initiates a new sequence:**
  - Tier 2 Year III becomes Tier 1 Year I.
  - Tier 3 Year III becomes Tier 1 or 2 Year I.
  - Tier 4 Year III becomes Tier 3 Year I.
- **A Tier 1 or 2 program that earns a worse rating initiates a new the sequence:**
  - Tier 1 Year III becomes Tier 2 Year I.
  - Tier 2 Year III becomes Tier 3 Year I.
- **A Tier 3 program that earns a worse rating repeats the sequence:**
  - Tier 3 Year II becomes Tier 4 Year II.
  - Tier 3 Year III becomes Tier 4 Year III.
- **A program with five consecutive years of Tier 3 or Tier 4 status is unable to recommend candidates for certification in the following year.**